

NATIONAL CONGRESS BULLETIN

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Dear Local Presidents:



Mrs. L. W. Hughes

• During the last year nation-wide attention has been focused on the plight of our public schools. From one end of the country to the other, editors, authors, columnists, broadcasters, and speakers have hammered away at the problem. All this publicity has had its effect, and the people are aroused to the seriousness of the crisis.

However, publicity in itself is not enough; it is only the beginning. What really counts is a consistent follow-through. Somebody has to pick up the story where mass communication leaves off and translate it into a practical working program at the local level—in other words, at the grass roots. And that is where we must enter the picture.

There is no organization in the country better able or more strategically situated to do the job than is the National Congress of Parents and Teachers. Education with us is not a one-week concern; we work for education fifty-two weeks in the year. And month after month, year in and year out our Congress publications devote pages and pages to the subject. Now, as American Education Week draws near, let us provide the leadership that will capitalize on the convictions that have been aroused in the public at large. Through our 28,000 local units, we can invite millions of Americans to join us in visiting the schools, and in learning at firsthand how the community can help them fulfill their mission. In line with this thought I want to share with you a report that recently came to my desk from the Council on Higher Education in Illinois.

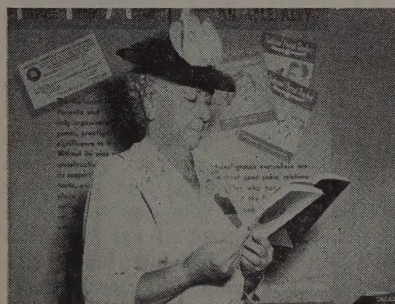
When the shortage of elementary teachers in Illinois became acute, the Council, representing the six tax-supported teachers' colleges in the state, asked the placement officers in these institutions to examine the causes of the elementary teacher shortage and recommend possible solutions. The officers interviewed high school students, conferred with teachers at summer sessions, and queried principals and superintendents for their views on the subject.

As a result of this survey, six important factors were listed as the chief reasons why young people were shunning elementary school teaching as a life work. Because these factors apply not only to Illinois but to almost any state in the Union, I am presenting them for the benefit of all P.T.A.'s that are evaluating their local school situations.

1. SALARIES MUST BE INCREASED.

This point has been—and still is, in many cases—a crucial issue. We must do everything to see that the custodians of our children's future are given the kind of salaries they deserve.

• *How do teachers' salaries in your town or city compare with those of other professions? With those of industry? With teachers' salaries in neighboring localities.*



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Miss Ellen C. Lombard, honorary vice-president of the National Congress, examining a copy of the new *Golden Jubilee History* during the historic fiftieth anniversary convention at Chicago in June.

• *If the present picture is displeasing, what steps are being taken to improve it? In what ways can the P.T.A. help?*

In regard to salaries, one word of caution must be given: If salaries are being brought up to proper levels in your area, do not expect this one improvement to bring elementary teachers flocking to the fold. Because the salaries have recently received nation-wide attention, *this problem is being solved the most rapidly* of all. Remember that there are at least five other improvements that will have to be made before teaching is elevated to the position of prestige it so deserves.

2. TEACHERS MUST BE ALLOWED TO LIVE AS HUMAN BEINGS.

We want our teachers to be efficient, attractive, and healthy—in other words, to be superior persons who will set a good example for our children. Yet we continue to impose restrictions on their personal lives, hampering their opportunities for leisure activities and denying them the privileges accorded to other citizens of the community.

Business and industry have found that it pays dividends to help procure living quarters, promote social activities, and maintain good working conditions for their employees. Yet we often give our teachers no place at all in the social life of the community.

• *Are teachers in your community given assistance on such matters as finding room and board, getting acquainted with their pupils' parents, and so on?*

• *Are they encouraged to take part in civic activities? Are they made to feel welcome at social gatherings? Are they free to enjoy the same kinds of recreation that other citizens enjoy?*

3. THE NUMBER OF PUPILS PER ROOM MUST BE REDUCED.

For years, twenty-five or thirty pupils in one room has been held up as the standard maximum in order that the teacher might give more attention to individual pupils. This maximum also allows for more physical activity in the classroom. Nevertheless, we still find teachers burdened with as many as forty pupils. Small wonder that they cease to be enthusiastic about their profession

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and, directly or indirectly, discourage other young people from following in their footsteps!

- What is the average pupil load in your local schools? If there is overcrowding, is it a result of too few teachers, too few classrooms, or both?
- What are some temporary remedies that might be applied until long-range plans can be carried out?

4. IMPROVEMENTS ARE NEEDED IN ADMINISTRATION AND SUPERVISION.

If we expect to ensure the professional growth of our teachers, we must see that school administrators promote the happiness and welfare of those who are under their supervision. Classroom teachers should be given a chance to help shape the curriculum, establish merit evaluations, and build administrative policies in general. In far too many schools they are denied a democratic share in the activities that are rightfully a part of their job. The result is, of course, dissatisfaction and a growing breach between administrators and teachers. Remember that the best way to advertise the advantages of teaching is to have a school system full of contented teachers.

- Does your school superintendent hold regular teachers' meetings at which the classroom instructors are given an opportunity to help in solving local school problems?
 - Do the students in your community express admiration for their teachers and for the profession in general? If not, what seem to be the reasons?
- #### 5. BETTER ELEMENTARY SCHOOL BUILDINGS AND MORE ADEQUATE EQUIPMENT AND SUPPLIES ARE NEEDED.

Towns that can afford an attractive, up-to-date high school are sometimes content to put up with a depressing, poorly lighted, ill ventilated elementary school building. In addition, the elementary school teachers find themselves without the classroom supplies that are essential for a modern education program. Despite the scarcity of construction materials, we must make every effort to replace inadequate buildings and to provide essential school equipment.

- Is your elementary school building one that was abandoned by the high school when its newer quarters were made available? If so, what plans are being drawn up for an attractive, adequate elementary school?
- Do your elementary classrooms have movable work tables and work benches instead of stationary desks and seats? Is there a functional elemen-

tary school library? Are art supplies and visual education materials plentiful? If not, how can the P.T.A. educate the community to the need for improvement along these lines?

6. TEACHERS' TIME SHOULD BE RESERVED FOR TEACHING.

Elementary teachers are expected to keep detailed records and make many reports that are clerical in nature. Such tasks might well be done by secretarial help, so that the teachers might devote full attention to providing rich educational experiences for the children entrusted to their care.

Then, too, some communities expect their teachers to give freely of their time before and after school, on Sundays, and during vacations—so much so that their vitality and health are sometimes seriously impaired. Although we want teachers to be a part of the community, their contributions should be purely voluntary and not imposed upon them as a matter of course. If young people are to be attracted into teaching, they must be shown that it is a respected profession.

- Do the teachers in your community complain of being overburdened with reports and record-keeping? Can the school budget be revised so as to provide more secretarial help for this type of work?
- Are teachers given their own option on what community services they wish to perform, or are they assigned extra duties arbitrarily? How can the P.T.A. help to show the townspeople that they are unwise in shifting many of their own responsibilities to the teachers?

In addition to giving serious consideration to the problems raised in the foregoing report, will each of you also make plans for conducting a more intensive study of the UNITED NATIONS and UNESCO? We have a primary interest in the achievements of both organizations, for on the successful results of their deliberations and efforts depends the PEACE OF THE WORLD.

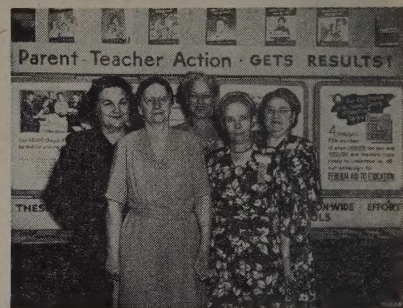
I am counting on your leadership to make P.T.A. work in your association so vital and interesting that all people in the community will want to become active in the parent-teacher organization. Best wishes, therefore, for the success of your membership enrollment!

Faithfully yours,

Mabel H. Hughes

President

National Congress of Parents and Teachers



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Five past presidents and the present state president of the Florida Congress attended the Golden Jubilee Convention. From left to right they are: Mrs. Walter H. Beckham, Mrs. Mary Leary (who has been a subscriber to *National Parent-Teacher: The P.T.A. Magazine* each year for thirty years), Mrs. J. Floyd Griffin, Mrs. A. L. Fanger, and Mrs. W. Sumner Covey.

USE P.T.A. FUNDS FOR P.T.A. WORK!

DURING the autumn and winter of every year, many organizations and community groups conduct campaigns for donations to a variety of worthy causes. Our local associations are often asked to make contributions to these campaigns. What should be our stand in such instances?

Parent-teacher funds should always be used for parent-teacher work. We have no right to raise money for our own work and then allow it to be diverted to other organizations. This is a matter of ethics and should be scrupulously observed. Every P.T.A. has its own program of child welfare, home-school cooperation, and community betterment. These programs are so important and so comprehensive there is always a place for parent-teacher funds.

We do not ask other organizations to make donations to help us with our programs. It is therefore essential that we retain our own funds to defray our own expenses.

We are not a money-making or money-raising organization. Our dues permit persons in all financial circumstances to join the P.T.A. and benefit thereby. Usually one money-raising event a year is sufficient to provide the funds we need. (For further details see the *Parent-Teacher Manual*, 1947-48, pages 82, 83, and 84; also pages 66 and 67.)

Thousands of our members are interested in other worthy causes and do contribute generously to them, but they do so as individuals, which is quite a different matter.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

"For Better Schools and a Greater Alabama"

AUGUST 26, 1947, will be a significant date in Alabama for some time to come, for it marks the beginning of a program "for better schools and a greater Alabama."

Last spring the legislation committee of the Alabama Congress, headed by Mrs. John T. Bristow, was working closely with other interested organizations to see that the legislature at its special session authorized the submitting of an income tax amendment to the voters of the state. This amendment would not levy any new taxes or increase existing ones; it would merely state how income tax revenues were to be used.

A special steering committee under the leadership of Mrs. C. B. Willis spearheaded the campaign with the assistance of such groups as the State Department of Education, the Alabama Education Association, and the Citizens Committee for Education. Among the laymen and educators asked to serve on the advisory committee for the last-named group were Mrs. James Fitts Hill, president of the *National Parent-Teacher*, and Mrs. M. Pratt Walker, president of the Alabama Congress.

The legislature voted to place the amendment on the August ballot, and during the summer the P.T.A.'s in Alabama were busy publicizing the advantages of a "Yes" vote on the measure. Their efforts were rewarded by an overwhelming victory, and now income tax money in the state will be used to:

- Provide children with better teachers.
- Pay up to \$2,000 assessed value tax exemption on all state ad valorem taxes on homes.
- Pay off the income-tax bonded debt of the state.
- Pay off the old state debt.
- Build some needed school buildings and repair old ones.

Music in the P.T.A. Family

Music is fun, especially when you make it yourself. That is what parent-teacher members have proved to their fellow citizens of Alabama.

It all started when parent-teacher leaders got together with five hundred music educators of Alabama to plan and carry out a state-wide series of home music hours. As a result of their efforts many families of Mobile and vicinity are enthusiastically gathering around the piano these days for an evening of old-fashioned song. Sometimes the neighbors join in. Everyone has a good time, as the happy faces of the Aubrey Parish family testify in the picture below.



According to Mrs. Annie H. Havens, Alabama state music chairman, who spoke at the school of instruction held by the Mobile County Council of P.T.A.'s last December, parent-teacher members of her state are convinced that the American home is the most powerful force in shaping the lives of young people and that music is a potent medium for drawing the family closer together.

J. Edward Jones of the Federal Bureau of Investigation, featured speaker of the evening, said that the P.T.A. music program is an important "counterbalancing influence" that is badly needed in our society today to combat delinquency among young people.

A Council Extension Project

Each year the Detroit Council of Parent-Teacher Associations sends the *National Parent-Teacher* to the mayor, school officials, radio commentators, other well-known men and women interested in children, and to newspapers, libraries, the Wayne University Bookshelf, the Y.W.C.A. Bookshelf, and the Merrill-Palmer School. When a new parent-teacher association is organized, the council presents a year's subscription to the president and the school principal.



A group of voting delegates at the registration booth on the mezzanine of the Stevens Hotel during the Golden Jubilee Convention. Do you recognize any of your P.T.A. delegates?

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• 1947 — 1948 •

MEMBERSHIP PROCLAMATION



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OBJECTS OF THE P.T.A.

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS is an educational organization that seeks to unite the forces of home, school, and community in behalf of children and youth. Its Objects are:

- To promote the welfare of children and youth in home, school, church, and community.
- To raise the standards of home life.
- To secure adequate laws for the care and protection of children and youth.
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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FOR five decades the National Congress of Parents and Teachers has been building up an organization that, in purpose and practice, would be in harmony with the great goals for which humanity has long hungered. Our Founders dared to want a world in which every child would enjoy health, security, sound nurture, and wise schooling. And because they considered no effort too long or too arduous for the carrying out of their appointed tasks, we, the present generation of parent-teacher members, were able in June to hold a Golden Jubilee celebration that paid just tribute not only to the achievements of our past but to the promise of our future.

That this will be a demanding future, no one can deny. The problems before us are hard and complex; yet actually are they so much more difficult than those that have already been solved by our predecessors? Indeed, the advances made in such fields as medicine, science, and psychology should give us both sharper tools and a deeper understanding of how to use them.

As a blueprint for hard-hitting action we have our Four-Point Program, which defines specific and immediate tasks in areas that are a permanent part of our work: school education, health, world understanding, and parent and family life education. Sketched in clear, bold strokes, this program shows how we may secure for children and youth the best schools, the finest health and medical care, a sense of responsible kinship with the rest of the world, and a serious preparation for their own parenthood and family living.

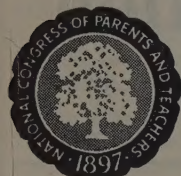
But to fulfill these fourfold aims we must summon ourselves to an ever truer and larger view of our obligations. If we are to have as much national and international influence during the second half century of the life of our organization as we had in the first, we must turn our common tradition into common action that brings results. Moreover, if we honestly believe that children can be educated to think freely and intelligently and that parents and teachers are their educators, then we shall work singly and as a group to bring *all* the parents and teachers in the land into our membership.

Now therefore I, Mabel W. Hughes, president of the National Congress of Parents and Teachers, do hereby designate the month beginning October 1 as membership enrollment month, and I call upon every parent-teacher unit and every member to proclaim the supreme value of the services that can be rendered through our organization. I do this to the end that we may have additional strength to discharge our debt to the future. The world of tomorrow is in our hands. We can make of it what we will if we have the

faith, the fortitude, and the fearlessness to do what needs to be done and do it *now*.

TIME is definitely a consideration. Every day that sees our problems unsolved is a hindrance to our program and a threat to the welfare of tomorrow's citizens. The stakes are truly the highest known to mankind, since the fate of the world depends upon how well its youth meet the tests that will confront them. To the men and women who accept the challenge of parent-teacher membership, we offer the chance to help create a better, richer, and more humane world than we have yet known.

To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.



Mabel H. Hughes

President
National Congress of Parents and Teachers

AMONG those with years of experience in public education there is general agreement concerning the National Congress of Parents and Teachers. We recognize it as an ally in the development and improvement of public education. Its strength arises from the fact that it is first of all a local organization with "grass roots" in thousands of communities. From the local through the state and national organization it follows the characteristically American pattern for the discussion and solution of mutual problems.

It has been my observation that in communities where educators and parents cooperate through the parent-teacher organization the educational environment of young people thereby develops qualities of security, stability, and richness.

— WILLARD E. GIVENS

Executive Secretary, National Education Association

FOUR-POINT PROGRAM

THE Four-Point Program of the National Congress of Parents and Teachers covers four areas selected for major parent-teacher emphasis during the present administration.

1. SCHOOL EDUCATION

- Urge legislation for soundly financed schools.
- Rally support for higher salaries for teachers.
- Raise the prestige of the teaching profession.
- Link the interests of home and school.

2. HEALTH

- Evaluate community resources.
- Help recruit qualified professional personnel.
- Promote the health program in general.
- Meet community needs.

3. WORLD UNDERSTANDING

- Cultivate a friendly feeling toward other peoples and other nations.
- Encourage people of different national origins to participate in community affairs.
- Build public opinion to sustain world understanding.
- Develop a world community outlook through education.

4. PARENT AND FAMILY LIFE EDUCATION

- Develop effective leadership.
- Expand the parent education program.
- Urge school officials to emphasize the need for parent, home, and family life education for both boys and girls.
- Stimulate interest in all devices and techniques that can be used in parent, home, and family life education.

WHAT IS THE NATIONAL CONGRESS OF PARENTS AND TEACHERS ?

THE National Congress of Parents and Teachers is a nation-wide organization made up of nearly four and a half million men and women who belong to 28,000 parent-teacher associations. This national organization is often spoken of locally as "The P.T.A."

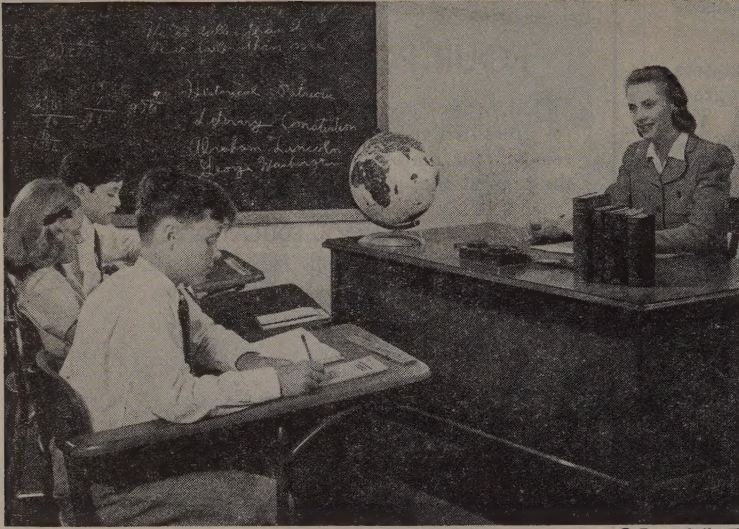
Many persons, when they think of the National Congress, are likely to think only of the national Board of Managers or the national Executive Committee—or perhaps the National Office. But these, important as they are, are only *parts* of the organization—instruments of service set up to make it easier for the Congress to function effectively and efficiently. The local, council, district, state, and the national groups *are all one*. Because of this all-inclusive unity the National Congress of Parents and Teachers is able to undertake nation-wide projects such as the development of the Four-Point Program. And it is this unity that makes the P.T.A. a force to be reckoned with always and everywhere.

As P.T.A. members, if we learn to think of *ourselves* as the National Congress of Parents and Teachers, we will not be in danger of neglecting some important task because we feel that "The National Congress will attend to it," or "That's

something for the state congress to do." We will realize at once that if it is an organizational project, it will succeed only if every member of the organization understands it and works for its success.

Then, too, under our system of all-inclusive membership, a local group should never be tempted to use national or state portions of organization dues to supply local needs. To do this is to impair the effectiveness of the program as a whole. Instead, state and national portions of dues should be forwarded *promptly* to the state treasurer, so that child welfare work at ALL LEVELS of our organization will not be hampered by a lack of funds.

Finally, let us consider this essential fact: The letters P.T.A. would not be significant in your school or community if there were no National Congress of Parents and Teachers to give them power, prestige, and vitality. Even the P.T.A. that does not belong to the National Congress owes its very existence to the Congress, for it is our organization that made parent-teacher cooperation an accepted idea in American life. Let us then be proud of our place in the affairs of the nation and proud indeed that *we are* the National Congress of Parents and Teachers!



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The Schools Are Yours

VISIT THEM DURING American Education Week

THE crisis in American education remains acute. Therefore, American Education Week, November 9-15, will be observed this year with greater fervor than at any of twenty-six previous occasions. The chosen theme is both timely and forceful: "The Schools Are Yours."

Each day of American Education Week will be dedicated to the discussion of a special aspect of education. Because all our labors for a better world will have been in vain unless peace is made lasting, Sunday's topic will be "Securing the Peace." On Monday the grave plight of our schools will be considered under the heading "Meeting the Emergency in Education." Confident that firm action by an aroused public can triumph over today's problems, however, the sponsors have elected to look ahead on Tuesday toward "Building America's Future."

• Because the schools can be only as good as the men and women who teach in them, the topic for Wednesday, "Strengthening the Teaching Profession," is especially vital at this time. So, too, is Thursday's theme, "Supporting Adequate Education," which reminds us that state and Federal governments must give practical aid in order to put our schools on a sound financial basis and open the doors of equal opportunity to all America's children. Friday will be devoted to "Enriching Home and Community Life," and should have a special attraction for every parent-teacher member. Health and safety, two essential factors contributing to the well-being of children and young people, will be promoted on Saturday.

There are many weeks in the year

when the National Congress of Parents and Teachers celebrates a special event important to our national life. Not one of them, however, is more closely bound up with the basic purposes of the National Congress than is American Education Week. Once again, therefore, the Congress welcomes the opportunity to sponsor this week jointly with the National Education Association, the American Legion, and the United States Office of Education.

• The free public schools of the United States belong to all the people. Yet far too many American parents never set foot inside the schoolhouse. Still others meet their child's teachers for the first time when the child is enrolled in kindergarten or first grade and for the second time on the day of his graduation.

That kind of parent is partly responsible for the desperate crisis that now afflicts our schools. It is up to every parent to see for himself that the local school is offering the best possible education for his child and every other child in the community. If its teachers are underpaid, if its program is out of date, if its facilities are inadequate, then it is not providing the quality of education that our future citizens must have in order to survive in a troubled world. On the other hand, if the school is doing excellent work, then every parent should know it and be generous with praise and support of its hard-working

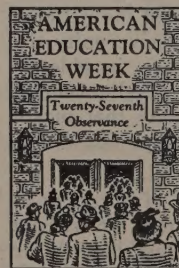
faculty and school board.

Therefore, visit your local school, and take your neighbor with you. See the school in action. Don't wait for the next school play or football game. Follow your child's normal schedule for one day or for part of a day. It will give you a clear picture of what he is experiencing and what the teachers are trying to have him accomplish. That is the way to establish a sound understanding between home and school. That is the way also to improve the school.

• National chairmen of many committees have been busy for a month or more rallying their co-workers in the state branches to cooperate actively with school education chairmen in planning outstanding programs. They are urging that groups everywhere get started early on plans to challenge the conscience of the American public. Our schools deserve the vigorous backing of every citizen, and especially of every parent. With it, they can quickly regain their rightful place among the honored and influential institutions of the country. Without it, they can deteriorate to the point where the future of this nation is endangered.

For helpful references and special materials on how to attract and hold public interest during this special week, write to the National Education Association at 1201 Sixteenth Street, N. W., Washington 6, D. C.

**Visit your schools during
American Education Week
November 9-15, 1947**



AMERICA'S CHILDREN CALLING...



• *I Hear America Calling . . .* This patriotic song, heard so frequently during the war, may have led many a citizen to reflect on his duty to his country.

But parents and teachers hear another cry—"America's children are calling." And their call will be—*must* be—answered by thousands of loyal persons who want to serve America through membership in a parent-teacher association.

The goal for the 1948 enrollment is 5,000,000 memberships. To achieve that goal it is suggested that each P.T.A. aim at not less than a 15 per cent increase for the year. Now is the time to begin. Set your goal and start working toward it immediately.

Stress the fact that membership is open to anyone interested in the principles for which the Congress was founded. Remind interested adults in your community that P.T.A. membership is all-inclusive—in other words, when an individual joins a local unit he becomes a member of the state branch and the National Congress. Under this plan each member is an integral part of the national organization, and local committees are enabled to work closely with state and national chairmen. In that work, the *National Congress Bulletin* is an essential means of communication, a clearinghouse in which ideas may be exchanged. The Membership Committee will avail itself of all possible space in the *Bulletin* for the promotion of a larger membership. Other materials from the National Office can also be used to excellent advantage—for instance, *Why You Are Needed in the P.T.A.* Be sure you have copies of this pamphlet. It is available from your state office at 50 cents a hundred or \$4

a thousand copies.

The plans of the local committee should already have been approved so that enrollments may be made in each community and school district early in the year. All who serve on this committee should have a supply of membership cards, which are issued to the state congress for distribution to the local units. Such a card, signed by the local president, is more than a useful identification. It is a badge of honor that can always be exhibited with pride. Be sure that all membership cards are used or accounted for accurately.

Every effort should be made to enroll both parents and the teacher of each child. Then there will be a threefold bulwark against unwholesome influences. For the problems of childhood will not wait; a warped life can be the result of delay in remedying undesirable conditions. A thwarted child is a tragic blot on our nation's record, an admission of failure on the part of adults who should have helped. And within the parent-teacher organization lies an opportunity to join forces with others who really care what happens to the children of today.

Belonging to a parent-teacher association carries with it both privileges and obligations. The privileges are varied, for service to children and youth embraces many fields of activity. Any interested man or woman can find ready outlets for energies and talents. And the obligations are indeed gratifying ones. That is why the National Congress has become one of the most powerful forces for good in the world today. What conscientious citizen would ask a more worthwhile goal than to better conditions for the rising generation of his country?

To the local association, then, belongs the first responsibility, for it is here, in the towns and villages of this vast countryside, that parent-teacher work receives its impetus. Here it is that members are enrolled, the parent-teacher program interpreted, the materials distributed, the interest created, the efforts welded into one great united whole.

As we begin another school year, may each membership chairman in every unit the country over catch the true significance of parent-teacher work—may hear, indeed, America's children calling!

Clara M. Beekman

National Chairman
Committee on Membership

NATIONAL CONGRESS OF PARENTS AND TEACHERS	
500 SOUTH MICHIGAN BOULEVARD, CHICAGO 5, ILLINOIS	
State Office: Room 207-Vocational School Bldg., Orlando, Florida	
ALL-INCLUSIVE MEMBERSHIP CARD	
NATIONAL, STATE, AND LOCAL, 1947-1948	
This certifies that	
(name)	(town)
IS A MEMBER OF THE	
A UNIT OF THE STATE AND NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL ANNUAL DUES HAVE BEEN PAID.	
Mrs. L. W. HUGHES National President	Mrs. J. FLOYDE GRIFFIN State President
President of the Local Association (over)	

NEW JERSEY CONGRESS LEADS CAMPAIGN

• For State Aid for Education

• Ten years of hard work by the New Jersey Congress of Parents and Teachers in cooperation with many other organizations were crowned with success last year when the legislature passed Senate Bill 25 providing state aid for education. The president of the New Jersey Congress took part in the ceremony at Trenton when the governor signed the bill. The pen he used was presented to her as public recognition of the important part played by parent-teacher members in supporting the measure.

Former Prisoner Fills Kit

When Gordon Hankinson of Vincennes, Indiana, was a prisoner of war during World War II, he knew what it meant to get food and comfort from the American National Red Cross. So when his parent-teacher group of the George Rogers Clark School was filling a teacher's kit for shipment overseas, Mr. Hankinson filled another.

Can You Answer Yes?

The National Congress has recommended that a definite program of action at the state and local level be launched for the prevention and control of juvenile delinquency. Accordingly, the special committee dealing with this phase of parent-teacher work has prepared a questionnaire by which the present status of juvenile protection in each community may be evaluated.

If you can answer "Yes!" to each of the following questions, then you are meeting the needs of the youth in your locality:

1. Do the children in your community have an opportunity for wholesome recreation during and after school hours?
2. Is there a supervised year-round program of recreation?
3. Do you have a youth center for teen-agers?
4. Are there character-building agencies which serve your community effectively?
5. Are the majority of the children being served by these agencies?
6. Are existing local laws and ordinances adequate for the protection of children and youth?
7. Are these laws enforced?
8. Do you have a detention home in your community?
9. Are all juvenile offenders in your community held here instead of in adult jails?
10. Do you have a juvenile court judge?
11. Does your P.T.A. have a continuing program of action to prevent and control juvenile delinquency?

HIGHLIGHTS OF THE MONTH . . .

In the October issue of

**NATIONAL PARENT-TEACHER:
THE P.T.A. MAGAZINE**

When Children Begin To Walk and Talk

by Dorothea McCarthy

• At what age will Mr. Tiny Tot start to walk and talk? This is a question every mother concerns herself with, sometimes to the point of undue worry. This discussion of the first word and first step will therefore be not only informative but comforting as well.

Better Lives for All Our Children

Redefinition of the Word Better
by Bonaro W. Overstreet

• When we say we want a *better life* for our children, do we always know what the *good life* is? In her usual matchless style, Mrs. Overstreet helps us to understand the basic relationships by which we must measure our successes.

A Dotted Line of Blood

by Paul W. Kearney

• This is a dramatic account of how one group of school children conducted themselves at the time of Texas City's disastrous explosion. Its message is indeed so powerful that many a reader will want to make sure of safety measures in the local schools straightway.

Making Friends

by S. R. Laycock

• The art of making friends requires three basic skills, according to the president of the Canadian Federation of Home and School, who is most certainly well qualified to express an opinion. His advice on how to help boys and girls achieve these skills is worth-while reading for every parent and teacher.

The Fun That Frees

by Ruth Garber Ehlers

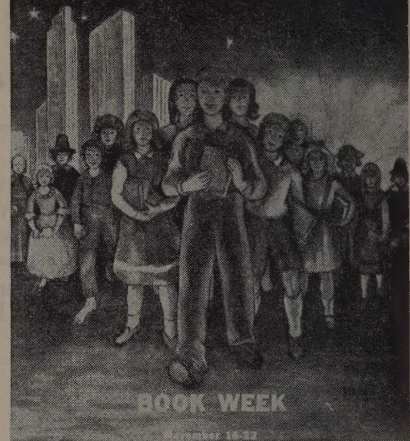
• How can we train our children to use good judgment about what fun really is? In this article our own national chairman of Recreation thoughtfully examines the possibilities for enriching the lives of both young and old through wholesome leisure-time activities.

Our Schools in Action

Let's Catch Up!
by A. Pauline Sanders and
Edith D. Davison

• Two specialists in homemaking education—one, the National Congress chairman of Home and Family Life—here pool their knowledge to show how the school curriculum may be enriched. This article describes how successfully homemaking has already been introduced into many school programs.

BOOKS FOR THE WORLD OF TOMORROW



"Books for the World of Tomorrow" is the slogan for the twenty-eighth observance of Children's Book Week that will be celebrated this year during the week of November 16-22.

As today's child approaches the threshold of tomorrow, all yesterday's children stand behind him. It is this interpretation of the current theme that the noted illustrators, Ingri and Edgar Parin d'Aulaire, have worked into their expressive poster designed for the occasion.

Some eleven million American boys and girls have yet to become acquainted with the fairy tales, adventure stories, and romances of real and imaginary heroes so dear to the hearts of their more fortunate brothers and sisters. It is therefore the aim of the Children's Book Council and its twenty-nine cooperating organizations to introduce these children, and every child, during this special week to the kingdom of fact and fantasy that lies between the covers of books. Thus they too will be prepared to participate as mature citizens in the fateful world of tomorrow.

The Children's Book Council suggests a special project this year for bringing books to the children who have been denied them, in this country and abroad. Details are given in the free manual available on request from the Children's Book Council, 62 West 45th Street, New York 17, New York.

Students in Quandaries

by Wendell Johnson

• Not only parents of children who stutter but anyone who has known emotional conflict, fear, or tension will be grateful for Mr. Johnson's expert analysis of "handicaps" and "mal-adjustments."